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NOV. 12, 2020 VOL. 99 NO.12 BREEZEJMU.ORG



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Thursday, November 12, 2020

NEWS

EDITORS Connor Murphy & Carley Welch **EMAIL** breezenews@gmail.com

Let's *backtrack*, JMU

SGA advocates for new credit/no credit grading policy

By **ASHLYN CAMPBELL**
The Breeze

The Student Government Association is working to reform JMU's credit/no credit grading policy, which gives students the option to not have a letter grade for certain classes, after the Provost's Office announced two weeks ago that it'd be reverting back to its pre-COVID-19 policy.

Anna Connole, a senior communication studies and political science double major and the SGA legislative affairs chair, said that at the beginning of this semester SGA passed a resolution demanding a similar credit/no credit policy to the one implemented in the spring 2020 semester because of COVID-19. Connole said when SGA was notified via email along with the rest of the JMU student body that this wasn't the plan, she created a resolution to reform the options available for students.

Students express displeasure with proposed plan

In the email sent out Oct. 27, Provost and Vice President of Academic Affairs Heather Coltman explained the return to the previous credit/no credit policy for students. According to the email, the only students that could take advantage of the credit/no credit option were those with at least 28 credit hours at JMU and at least a 2.25 cumulative GPA. Students would only be able to apply this option to electives.

"Once I read through [the email] a few times, I was a little flabbergasted that there wasn't any sort of opportunity for the typical student to get some help this semester," Connole said.

Connole said students have expressed their struggles in conversations over changing between in-person and online classes. She said that the policy wasn't lenient enough for the student body during this difficult time.

Nick Garrett, a junior public policy and administration major and the SGA academic affairs chair, said that the decision to return back to the previous policy after the spring semester felt like "a sudden shift."

"It didn't make sense, I have never taken a class that would've fit underneath that policy," Garrett said. "I don't know what the data is, but I doubt many people take electives in comparison to their degree, major or Gen Ed classes."

In the email, Coltman said the concerns that led to the decision were that several semesters with few letter grades recorded can harm students transcripts, graduate schools often don't recognize credit/no credit grades and students may lose motivation after taking advantage of this option during the spring.

Connole and Garrett said that the policy didn't take into account the potential struggles students may be going through, like having to go to class while still at home.

"They were pushing a policy that did not and could not apply to people and that was totally missed for the complexity of this situation," Garrett said.

This semester has been "one of the hardest" for students and faculty alike, Garret said, with new class formats, upended living situations and general anxiety about COVID-19.

"To not have a credit/no credit policy would be unfair and morally wrong," Garrett said. "There was an overall concern that this

semester would be an unfair reflection of people's academic skills."

Connole said she authored the resolution that demanded a reform to the policy and a meeting with Coltman. Connole said SGA met with Coltman's leadership team Nov. 2 and expressed its concerns and shared its petition in response to the policy. The petition had 930 signatures as of Nov. 10.

"That meeting went very well from the student government side," Connole said. "We're under the impression that they brought those concerns directly to Provost Coltman."

A new decision

According to an email Coltman sent to the student body Nov. 3, after having discussions with "key stakeholders," she decided to work with academic affairs leadership to review the policy for this semester and future terms. The deadline for credit/no credit and withdrawal from classes has been extended to Nov. 13, according to the email.

"To quote President Alger, I'm 'cautiously optimistic' right now about what change will come out of this," Connole said. "I'm hoping that Provost Coltman will appreciate exactly what our demands are to be representative of the student struggle."

Garrett said that he believed the Provost's Office will change the policy but that it wouldn't be as expansive as the one put in place last semester. He said there are no clear answers yet but that students may end up with a policy similar to William & Mary's, where they can apply the credit/no credit option to one or two classes for the fall 2020 semester.

"I'm waiting for her to release the updates," Connole said. "I'm hoping ... the policy will reflect one that's completely similar to spring 2020 ... or a slightly modified version."

Garrett said that he wished these conversations had been held prior to the original decision to revert to the previous policy. In the email announcing the return to the prior policy, Coltman said she'd received SGA's request but that "a modification to the credit/no-credit policy would be counterproductive."

Despite this, Garrett said that advocating for this policy reformation allowed SGA to "maximize" its outreach and advocacy efforts. He said that this gives them a way to show student concerns so that administration has to respond to the reality of the student's lives.

"Unfortunately, there has been a feeling that admin is sort of out of touch with the day-to-day concerns of the student body," Garrett said. "I think this could be the beginning of a new relations for SGA, the administration and the student body."

Both Garrett and Connole said that students should reach out to SGA for any concerns they may have and to watch out for policy changes. Garrett said that SGA was passionate about hearing from students and their experiences.

"We are an advocacy organization that is specifically designed to be here for [students] and to get [their] concerns to where they need to be," Garrett said. "[Students can] Feel free to be open and transparent about their concerns."

CONTACT Ashlyn Campbell at campbeab@dukes.jmu.edu. For more coverage of JMU and Harrisonburg news, follow the news desk on Twitter @BreezeNewsJMU.



For students to take advantage of the policy, they need to have at least 28 credit hours at JMU and a GPA of at least 2.25. Breeze file photo

"They were pushing for a policy that did not and could not apply to people and was totally missed for the complexity of [this semester]."

Nick Garrett

Junior public policy and administration major and SGA academic affairs chair



In an email sent Oct. 27, Coltman explained that this semester's credit/no credit policy would be different from last semester's. Breeze file photo

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Britt (left) said ICAD helps students have productive conversations while discussing controversial issues. Courtesy of JMU Creative Media

Purple dialogue

Post-election programs help students process results of election

By **KAMRYN KOCH**
The Breeze

For students, the opportunity to be civically engaged doesn't end with voting. Organizations on campus and professors like Lori Britt are continuing to partner with one another to provide and promote post-election programming for students who wish to learn about, discuss and process the results of this year's historic election.

JMU civic program

The university's Center for Civic Engagement's "Election Connection" website provides a list of post-election programming as well as other resources to learn about the election. Executive Director of JMU Civic Abraham Goldberg said the nonpartisan organization works to educate and inspire students to address public issues and cultivate a "just and inclusive democracy."

"Colleges and universities are in a position to educate people," Goldberg said. "This is a confusing and challenging time for students and for community members."

The College of Arts and Letters partnered with JMU Civic to provide a panel of four professors who analyzed election day results and took questions from those in attendance. JMU Civic also hosted an online panel of psychology professors who discussed post-election emotions and

coping mechanisms to deal with these feelings.

For students and community members looking to engage in conversation about the election in an academic context, Goldberg said JMU has an array of faculty expertise to provide those outlets. One of these experts is Lori Britt, a communication studies associate professor and director of the Institute for Constructive Advocacy and Dialogue.

Professor engagement

Britt said ICAD trains students to help people have productive conversations, especially when it comes to controversial issues.

Britt said the film "Purple" — which tells the story of Americans with opposing opinions directly confronting their disagreements — provides a model for ICAD's post-election dialogues titled "Moving Forward as a 'Purple' Campus." The concept of "purple" is to represent the joining of Republicans (red) and Democrats (blue). The goal of these conversations, she said, is to bring students with different viewpoints together to explore and understand where other people are coming from. She said this will help students to see others as human beings instead of simply putting each other into categories, like Democrat or Republican.

"We're not asking people to change what they believe," Britt said. "We're asking people

to listen to each other, and at the end make a commitment to be radically curious about other people and what they believe instead of assuming things about them."

The purple dialogues are led by ICAD student facilitators and student leaders in JMU Community Service-Learning. They're held over Zoom, and students are able to sign up through a Google form. Britt teaches SCOM 447, a course focused on training students to guide public and organizational engagement processes. Senior communication studies major Sadie Rosenfeld said she used what she learned from the class to facilitate one of the purple discussions.

"With the election and with politics, I think that some students may feel a little timid to speak up about their own views and their own thoughts," Rosenfeld said. "I like to be able to create a safe space for students on campus to be able to voice their opinions without feeling like they're being judged or ridiculed."

In Britt's class, Rosenfeld said she and her classmates were trained in facilitation techniques to make sure the purple dialogues go smoothly. Those who participated during her facilitated discussion said they were grateful for the opportunity to talk about their thoughts regarding the election and politics on campus. Rosenfeld said the conversation went without any disagreements, and she said she looks forward to attending another purple discussion but as a participant rather

than a guide.

Students need to participate in these conversations, Britt said, because the election has been so polarizing. She said it's important for students to learn how to listen to others' opinions now so they're able to have productive discussions post-graduation. Rosenfeld said she hopes the programming will help students move forward as a united campus regardless of their political differences.

"I think that these conversations are really crucial to make sure that students can stay focused on the fact that we're one campus," Rosenfeld said. "We're all JMU — we're all purple."

ICAD has another Zoom conversation moderated by student facilitators scheduled for Nov. 16-17 regarding JMU and the First Amendment. Other discussion opportunities include a collaborative effort Nov. 18 from JMU's Inter-Cultural Greek Council and D.E.E.P. Impact about navigating civil discourse after the election.

"We've got a lot of really cool dialogue opportunities coming up," Goldberg said. "I can understand why there's such a demand for good post-election programming and it's the honor of a lifetime to be doing this work."

CONTACT Kamryn Koch at kochkr@dukes.jmu.edu. For more coverage of JMU and Harrisonburg news, follow the news desk on Twitter @BreezeNewsJMU.



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BREAK DOWN BARRIERS

JMU student researches particle physics at Thomas Jefferson National Accelerator Facility

By **MAGGIE RICKERBY**
contributing writer

Elizabeth Moore, a junior physics and math double major, was accepted into the Jefferson Science Associates Minority/Female Undergraduate Research Assistantship program where she's begun research at the Thomas Jefferson National Accelerator Facility (JLAB).

Last semester, Moore spoke to some professors about starting research in particle physics. She talked with Ioana Nilescu, her academic advisor who works at JLAB, about the topic. In the beginning, Moore learned about particle physics, which is the study of the nature of particles that make up radiation and matter, and how to conduct scientific research. She then applied to the program by writing a proposal on a research experiment. The actual experiment happened in 2018, but Moore and the research team are still examining the data.

Moore said the experiment the team's researching at JLAB is studying firing electrons quickly at different targets. The goal is to learn more about the atoms that make up the targets, particularly about their protons and neutrons, which are made up of quarks, which are defined as any of a number of subatomic particles carrying a fractional electric charge. They're also researching how they interact and what goes on inside the protons and neutrons. Moore said the best way to learn more is to hit the targets fast with a lot of energy carried by an electron.

Moore explained that JLAB is a large particle accelerator. The

electrons are accelerated using strong magnets sent around in an oval shape multiple times. The magnets are constantly accelerated, and when the researchers want to, they can use the magnets to direct the electrons at the targets. Detectors will pick up information that they can use to learn about the electrons and the target.

"We don't physically see [this taking place], we pick up data from it and then we can reconstruct a model that shows us what happened," Moore said.

In Moore's section of the experiment, she's looking at electrons after they hit the target. She can then pick up data such as what angle the electrons scatter off the target and what energy level they had. Other researchers look at the target and reconstruct a model to see what happened in the collision, which allows scientists to learn about all the particles involved.

Physics professors Ioana Niclescu and Gabriel Niclescu are also working on the research project with Moore. Niclescu said that over the summer, Moore would work on the project by herself and meet with them to show them her progress.

"She's very motivated and has a very good attitude, and she's making a lot of progress," Niclescu said.

The research has been occurring for a few years and often takes a long duration of time.

"Sometimes you work and you think it's for nothing, but if you keep doing it, eventually it's going to come together for you," Niclescu said.

"Sometimes you work and you think it's for nothing, but if you keep doing it, eventually it's going to come together for you."

Ioana Niclescu
JMU physics professor



Moore said the experiment the team's researching is studying firing electrons at different targets. Matthew Young / The Breeze



JLAB makes its own tools, detectors and apps. Matthew Young / The Breeze

He also said that because the team is working with such tiny particles, they can't buy the tools needed for research from any type of market. As a result, JLAB makes its own tools, detectors and apps.

"We're looking at things that are a billionth of a billionth of a meter," Niculescu said.

He also said that this research can help improve several aspects of the medical field, such as machinery used to complete mammograms.

Moore credits astronomy and physics professor, Ilarion Melnikov, in helping rediscover her love for physics. Melnikov said Moore was in the third class of JMU's prerequisites for physics majors. Moore joined the course out of sequence and was successful regardless her being a music industry major at the time.

"One of the most important reasons for doing this work is that if you have a very good understanding of the forces you are already

aware of, then it puts you in a position to discover new ones," Melnikov said.

He also said scientists can compare their discoveries to the understood theoretical model, but if the two disagree, they could find new physics, which would be exciting.

Despite the STEM field being male dominant, Moore breaks the barriers of gender stereotypes with her work.

Moore said there are struggles that come with being a minority in the science field as there are with any career path. However, she said she believes that since physics is the study of the universe, anyone can do it.

"The universe is going to be there for you to study whether you're male, female, non-binary," Moore said. "I feel like that's something that's really empowering for me."

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Want to praise someone or get something off your chest? Darts & Pats is the place to do it. Submit your own at breezejmu.org.

A "I-need-my-coffee" dart to the Starbucks on Hillside Ave. for being closed at 4 p.m. every day this week.

From someone who thrives in a coffee shop atmosphere.

A "what's-wrong-with-my-house?" dart to my cat who keeps darting outside with every opportunity he gets.

From someone who provides food, toys and love to a cat who just wants to be outside.

A "miss-you" pat to my dad who sends me songs he likes whenever he's thinking about me.

From someone who's excited for Thanksgiving break.

A "THE-BEST-VIBES" pat to Target for always alleviating my boredom.

From someone who just really likes to shop at Target.



Many families depend on the free food schools can give them, and some need it now more than ever. Courtesy of Tribune News Service

Food for all

Take advantage of schools' free meal programs to keep them funded

JOSIE HANEKLAU | open outlook



more than one negative consequence, one daunting consideration is that those who rely on public school meal programs might be at a serious loss.

In response to this, online public schools all over the nation are still offering free meals for students and families to utilize. The problem is not enough people are taking advantage of these programs, and in effect, they're at risk of shutting down.

According to the U.S. Census, over 38 million Americans were living in poverty in 2018, with this number being over 10% of the U.S. population. This is an outrageously large number of citizens, many of whom may struggle to put food on the table for themselves or their families. Further, Business Insider estimated in June that 22

million children rely on free food services at their public schools, citing that in the summer, millions go hungry without them.

Clearly, many U.S. students are dependent on these meals, so providing them throughout a time of online schooling is imperative. The USDA has offered multiple food service flexibilities for students during the pandemic, including serving free food for families to come pick up. Extending similar services through the winter months is now a pending operation in Virginia, according to the USDA website.

In many counties in Virginia and across the nation, having a school-aged child is sufficient to continue receiving free meals through the pandemic, according to Rep. Jennifer Wexton's (D) website. This means that for most people, there should be limited qualification barriers to receiving these services. Even in Harrisonburg, reports of servicing over a thousand meals in a week are being reported from WHSV.

For the most part, there should be no reason why families aren't taking advantage of these services. Perhaps a common misconception is that it's wrong to take the free school lunches when a family is well-off financially and doesn't need them in order to eat dinner that night. Additionally, families with no monetary problems may

not want to take advantage of these services in the first place because they don't need them.

The issue is that certain aspects of these programs may be at risk of not being reinstated for the coming winter months if more people don't use them. As Harrisonburg schools reported on WHSV News, while they typically serve between six and seven thousand meals a day, they're serving well below this number now. Many schools have the resources to serve more students, but they aren't showing up.

One explanation for less students receiving meals during the pandemic may be that those who actually need these services don't have the transportation to pick them up. A solution to this may be that a financially stable family who's capable of getting these meals delivers them to someone they know is struggling in their school district, or a school bus delivering the meals to usual bus stops.

Regardless of the situation, more families should be taking advantage of these programs because if they don't, families who actually need them may be out of luck.

Josie Haneklau is a junior political science and psychology major. Contact Josie at hanekljr@dukes.jmu.edu.

Editorial Policies

The Breeze
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The Breeze welcomes and encourages readers to voice their opinions through letters and guest columns. Letters must be no longer than 250 words. Guest columns must be no more than 650 words.

The Breeze reserves the right to edit submissions for length, grammar and if material is libelous, factually inaccurate or unclear. The Breeze assumes the rights to any published work. Opinions expressed in this page, with the exception of editorials, are not necessarily those of The Breeze or its staff.

Letters and guest columns should be submitted in print or via e-mail and must include name, phone number, major/year if author is a current student (or year of graduation), professional title (if applicable) and place of residence if author is not a JMU student.



Hawes Spencer teaches his classes on the Quad. Photos by Tristan Lorei / The Breeze



Badger, Spencer's dog, attends class with the students.

ALEX DAVIS | contributing writer



With all that's virtual nowadays, an outdoor class on the Quad sounds like a dream. Media arts and design instructor Hawes Spencer decided to go the extra mile

and make outdoor classes on the Quad a reality for his two sections of SMAD 210.

President Jonathan Alger has been outspoken about the value of in-person instruction. In an email sent to the JMU community July 7, Alger stated, "The hallmark of the JMU educational experience is the interaction between our students and faculty in classrooms, studios and labs."

Many professors agree that the interaction between students and faculty in person is something that cannot be adequately replaced online. Still, they understand and respect the serious safety concerns that accompany in-person instruction.

The CDC advises everyone to seek facilities with outdoor space or options for virtual classes and training sessions as much as possible. Ergo, an outdoor classroom with the option to attend online allows students to work with their professor and peers face to face with a greatly reduced risk of contracting COVID-19.

Certain areas of study place an especially large focus on student interaction.

"Journalism is a collaborative enterprise," Spencer said. "It values teamwork, and it values reaching out to as many sources and as many people as possible to get different perspectives. And so I really like the in-person aspect of it."

Classes of less than 30 students like Spencer's are meant to have high levels of interaction, and this can be safely accomplished during the pandemic in an outdoor setting.

Spencer recognized the need for the highest level of interaction possible in his SMAD classes, and he took it upon himself to create his own "kit" for an outdoor classroom.

With his laptop, an external battery to power it, a well-charged phone for a hotspot and a big external speaker, Spencer's able to accommodate students who wish to attend his classes both in person and online.

Still, this isn't always enough. Inclement weather has affected Spencer's outdoor classroom.

"We've had three rainy days, and in each case it's been clear that it's going to be a rainy day in advance, and I've just sent out a notice the night before saying class is online tomorrow."

Beyond rain, dropping temperatures could affect the outdoor class. "Starting tomorrow [Nov. 3], I'm bringing hand warmers for my students, and I'll be urging them in a note that I send out momentarily to dress really warmly because we've been really fortunate thus far that we've only had three rainy days and really no frigid days," Spencer said.

Even with the cold temperatures, Spencer said his students would still prefer to meet outside over meeting in an indoor classroom. Clearly, students are itching to get outside and spend time with other people in a real setting.

Oftentimes when touring a university, prospective students are given a brochure with pictures of students smiling outside, often even attending an outdoor class. Spencer recalls getting brochures of this nature when he toured universities years ago.

"I remember I got to college, and I was like, 'Great, I can't wait for these outdoor

classes,' and I never had a single outdoor class," Spencer said. "So I'm trying to make the brochure picture come to life, and it's been a challenge, but I'm going to keep trying, and the weather may get the best of me, but I'm going to just keep at it."

Naturally, weather isn't the only drawback to outdoor learning.

Sarah Foster, a student in one of Spencer's SMAD 210 classes, said that one constant struggle is effective communication between the people who are in person and the people who choose to tune in online. "Sometimes, we're having to repeat ourselves so that our instructor can repeat back to the people at home," Foster said. "Or, like, our volume cuts out, and they didn't hear the instructor, or stuff like that. And also there's a lot of background noise just on the Quad in general."

Overall, Foster said she enjoys the class and the opportunity to be in person.

"It's nice to kind of break up that routine of getting out of bed, sitting on my computer for a long time," Foster said. "If I have the opportunity to go in and be in person, I take it generally with that class."

Foster's remarks reflect the attitude of most students — we all want to be in person at this time, and being outdoors is even better.

Spencer said his outdoor classroom setup was easy and inexpensive. He parks at the Warsaw Avenue Parking Deck and carries everything he needs in one walk. He brings a folding chair, an external speaker and an external monitor that allows him to share slides with his students as he teaches. He uses the hotspot on his phone for an internet connection.

"My total investment in equipment was less than \$100, and anybody can do it," Spencer said.

Spencer's so passionate about outdoor learning during the pandemic that he and another parent of a recent Trinity University graduate wrote a position paper on how Trinity, the school he attended and his 18-year-old daughter attends, could safely educate students outdoors. "We wrote about how there should be a lot of tents put up all around campus and how athletic spaces that may not be used could be modified to be classrooms and how the university should do less gasoline-powered leaf blowing because that's really noisy and interrupts classrooms," Spencer said. "The other thing that JMU could do is it could have wifi in its outdoor spaces like on the Quad. I shouldn't have to rely on my little iPhone to create a hotspot."

JMU should support a movement toward outdoor learning during the pandemic, heeding the advice of instructors like Spencer who've already put outdoor learning into action.

Spencer said that when he looks back on his own years in college, he loved everything about it. "My heart sort of bleeds for students today who are trapped in an apartment and just want to stretch their legs, and so I'm giving them the kind of class that I'd wish that I had if I were a student in a pandemic," Spencer said.

"I just think that this is what people ought to be doing if you want to get some semblance of the college experience," Spencer said. "It's been fun, but it's been an educational experience trying to retool for outdoor learning, and I'm sort of surprised no one else is doing it that I've seen."

An outdoor classroom is a blessing to students who've been cooped up inside behind screens. More professors should consider the model set by Spencer and move their classes outdoors.

Alex Davis is a freshman business management major. Contact Alex at davis8aj@dukes.jmu.edu.



The military uses less lethal bullets than some police departments. Jillian Carey / The Breeze



Police need to cause the least harm possible when shooting. Courtesy of Tribune News Service

WHAT'S THE POINT?

Hollow point bullets are too brutal to be used in warfare, but they're being used by police

EVAN HOLDEN | careful consideration



The amount of different kinds of bullets available for both civilian and professional use is immense but can mostly be put into one of two categories: full metal jacket or hollow point. The difference

between full metal jacket and hollow point ammunition is small in design but massive in their effects.

The tips of full metal jacket rounds are encased completely by a soft metal like copper or lead so the bullet doesn't damage the gun's barrel and flies as accurately as possible. This kind of bullet often passes through its target and causes minimal damage.

Hollow points, however, aren't designed for accuracy or safety; they're designed to break up on impact and do as much damage as possible. Hollow point rounds have a large cavity at the bullet's tip instead of a smooth round tip like full metal jackets. When a hollow point impacts its target, the cavity begins to fill up, expanding the bullet's casing outward and creating a flower shape much larger than the original bullet. In addition, the metal can fragment and disperse a multitude of shards that bounce around and tear up its target even further. Bullet fragments from a hollow point can bounce off bones and spread through the victim's organs and flesh to make survival much less likely. Hollow point bullets are designed to kill their target.

Since the 1899 Hague convention, hollow points have been illegal under international law for almost every country in the world to use during warfare. The point of war isn't to claim as many lives as possible, so most of the world's governments have banned weapons that cause unnecessary suffering. Hollow points are joined on this list by weapons like landmines, mustard gas, cluster bombs and

incendiary weapons, according to We Are The Mighty.

So if every major government in the world agrees that this weapon is too deadly even for war, then why is it the standard ammunition used by American police officers? Hollow point bullets are the most common type of round used by American police, according to CBC.

This sounds like a horrific realization, but there's justification for it, however faulty it may be. The most common argument for why police use hollow points over full metal jackets is that hollow points minimize the risk of an unintended target being hit. As mentioned earlier, hollow points break up inside their targets instead of passing through, potentially protecting the lives of bystanders.

However, this logic seems seriously flawed when one considers that if there was a bystander in the same line of fire as an officer's target, the officer probably shouldn't shoot anyway. If they did, they'd risk missing the intended target and guaranteeing much smaller odds of survival for the unintended target.

It's unfortunate when an officer has to draw their weapon and fire, but it does have to happen sometimes. Officers are often put in situations where their only choice is the use of a firearm, whether it be because of the ineffectiveness of nonlethal weapons, a lack of time to de-escalate the situation or any number of dangerous circumstances.

If a firearm must be used, why not make a national switch to the much less dangerous bullet? Police reform is one of the most prominent issues in the U.S., and the small change from hollow point bullets to full metal jackets would prevent unnecessary suffering on a national scale.

The objective of war isn't to claim as many human lives as possible and neither is it the goal of U.S. police.

Evan Holden is a sophomore political science major. Contact Evan at holdened@dukes.jmu.edu.

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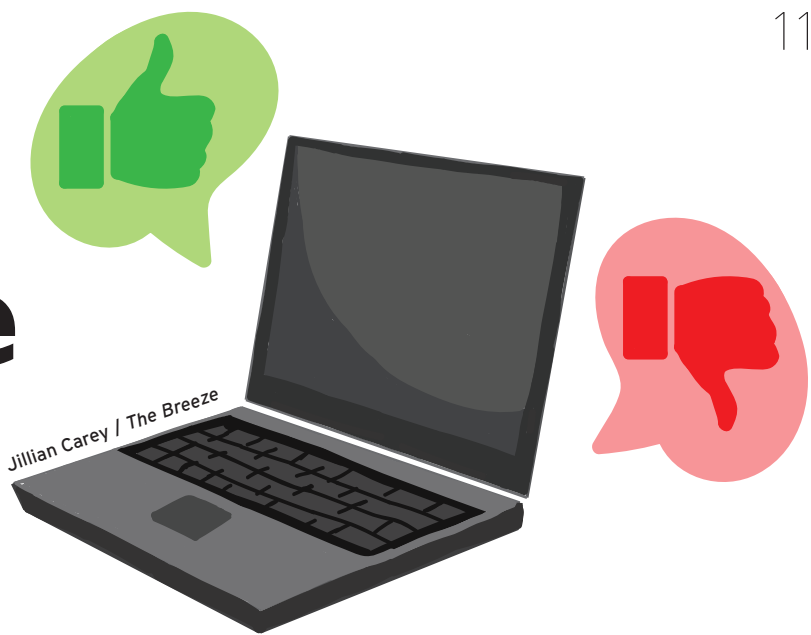
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Don't get i-rate

Professors should use Rate My Professors to improve their classes



RACHEL GORDON | contributing writer



A s enrollment for JMU's spring semester begins, students often find themselves returning to the ever-helpful website, Rate My Professors. For many students, selecting a high-quality professor might be more important than the course itself.

It never fails to shock me when I pull up a page full of negative reviews on the website. Naturally, it makes one wonder if the professor's aware of how their students really feel, and if so, whether they even care.

The website provides an overall quality rating for each professor and, unfortunately, it's not rare to come across dismally low scores. Scrolling through reviews of

poorly rated professors often reveals that their students have consistently been disappointed over several years of classes.

It's discouraging to see that many professors aren't willing to listen to feedback and learn from their students' constructive criticism. The students at universities are paying a fair amount for each class they take and should be able to have an enjoyable learning experience under a knowledgeable and approachable professor. If taken advantage of, Rate My Professors could be a useful resource for professors looking to improve their class and ensure that they're performing their job to the best of their ability. Teaching can be a two-way street if professors choose to learn from their students just as their students learn from them.

While it's true that any professor might end up with a couple of bitter complaints on their page, the overall majority rating is typically telling of what type of professor they are. A sea of negative reviews from struggling students shouldn't be

overlooked. Instead of dismissing the bad reviews as whiny complaints, professors should be mindful of the students' problems with the class and consider solutions to the issues presented by students. When the reviews remain negative year after year, it creates the impression that the professor believes they don't have to bother trying to improve their class under the security of tenure.

Some professors might dismiss the website as simply a forum for upset students to bash and blame them for their poor grade, but the truth is, students are more than happy to write positive reviews for deserving professors. Many professors' pages are full of praising comments, urging prospective students to enroll in their classes. There are even quite a few beloved professors with overall perfect ratings.

That said, it's just as important for students to hold themselves accountable and leave fair and honest reviews. Professors should be able to go on Rate My Professors to find helpful and constructive criticism without

the worry of having to scroll through rude and damaging harassment. It's never respectable or productive for students to leave blatant insults with no actual criticism of the class. Students, too, seem to ignore the potential impact of their words because it's easy to say things anonymously behind a screen. Before posting a review, students should remember that professors are people who deserve to be treated with decency.

Rate My Professors won't be able to have any positive impact on professors if they're discouraged from visiting the site after finding a page full of insults. The website should be a resource that's just as useful to professors as it is to their students.

In order to create the most productive learning environment, professors should listen to what their students have to say in order to find out what's working and what could be made better.

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USED CLOTHES, NEW STORE



Mary Yoder-Anderson's experience in art catalyzed her passion for secondhand and vintage clothing. Photos by Matthew Young / The Breeze

“As soon as I knew this was an option, I thought, ‘OK, we’re just going to go for it because it’s nice and small.’”

Mary Yoder-Anderson
Owner of Dart Resale and Trade



Dart resells both modern used clothing and unique vintage finds.

Dart Resale and Trade brings modern secondhand options and vintage clothing to downtown shops

By **AMY NEEDHAM**
The Breeze

On a particularly warm fall morning, Dart Resale and Trade owner Mary Yoder-Anderson — donned in overalls and a white T-shirt — stands at the counter, lacing up a trendy pair of white sneakers. She points to the half-painted forest green accent wall to her left. A month after the store’s Oct. 1 grand opening, there’s still final touches to be made.

“I think a mural is going on here eventually,” Yoder-Anderson said.

Yoder-Anderson has always had an eye for art. Earning an art and design degree from Eastern Mennonite University, she worked as a graphic designer, then an art teacher for nine years at the Shenandoah Valley Governor’s School in Fishersville, Virginia, and Keister Elementary in Harrisonburg.

This background inspired her passion for collecting vintage and modern clothing, a creative hobby she could pursue outside of the classroom.

“I explored the idea of opening a secondhand shop because I felt like we needed something like that downtown,” Yoder-Anderson said. “I’m from Oregon originally, and the area I’m from has a lot of buy, sell, trade shops ... and so I thought one would do well in Harrisonburg.”

Yoder-Anderson’s business venture began

in 2019 as the “Dart Cart,” a pop-up shop at downtown Harrisonburg events. The name pays homage to a key identifier of vintage garments: darts, or folds sewn into tops to provide shape in the chest area.

“I was trying to think of a short, four-letter name, and I liked the idea of the word ‘art’ being in it because I come from a fine arts background,” Yoder-Anderson said. “And I thought Dart just worked perfectly.”

Yoder-Anderson said the Dart Cart was well-received in the Harrisonburg community, but her goal was always to open a storefront.

She’d planned to make that dream a reality when she gave her resignation notice at her school last fall, but plans were stalled when COVID-19 hit in the spring. Despite the setback, Yoder-Anderson said she felt prepared to own a business and committed once the perfect space became available last August.

“As soon as I knew this was an option, I thought, ‘OK, we’re just going to go for it because it’s nice and small,’” Yoder-Anderson said. “It didn’t feel like a huge risk because the size of the space, you know, is really just perfect for us.”

Dart Resale & Trade now resides in a quaint, garage-style space in downtown Harrisonburg, nestled between a mortgage firm and Rocktown Kitchen. Despite the pandemic, Yoder-Anderson said business is booming.

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Shoppers can find brands like Levi's, Madewell and L.L. Bean at the boutique.

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Dart hopes to cater to the Harrisonburg residents who value sustainable practices when shopping.

She likes to open the garage door on warm days to maximize airflow — which also serves as a countermeasure against COVID-19 — since the shop’s maximum capacity is seven people inside the 520-square-foot space, including employees.

“On weekends, sometimes we have a line outside, but everyone’s respectful of that because they value a safe shopping experience,” Yoder-Anderson said. “And I think people appreciate the affordable price point, especially because times now are hard.”

Dart carries a variety of affordable vintage and modern secondhand garments, catering to men’s and women’s fashion. The store has resale and trade options — hence its name — offering sellers 30% of a garment’s determined price point in cash or 50% in store credit.

Senior studio art major Hannah Moulen was Yoder-Anderson’s practicum student at Keister and was recruited as one of the store’s first employees. She said the majority of the clothes they look for are casual staple pieces from brands not usually found in Harrisonburg, such as Levi’s, Madewell and L.L.Bean.

“We’re trying to appeal to students and just the younger crowd in Harrisonburg, and a lot of people aren’t looking for formal wear or business attire,” Moulen said. “Here and there, we’ll get some wacky shirts or something that’s velvety and textured, but those are just occasional, fun pieces.”

For Yoder-Anderson, it’s important to involve the Harrisonburg community in the resale process. Her goal is to give the community a sustainable place to shop where customers can exchange unworn pieces in their wardrobe for practical, everyday basics.

“I think we have a lot of sustainable shoppers in our community and people that want to shop locally,” Yoder-Anderson said. “They try to buy secondhand as often as possible and recycle things, so I think people are excited to be a part of that.”

Senior studio art major Caley Keenan was Yoder-Anderson’s student at the Governor’s School and recently started working at Dart. She said she loves working there because of its fun, relaxed atmosphere and close-knit staff.

“It doesn’t feel like work whatsoever,” Keenan said. “I think we have a great team.”

Looking to the future, Yoder-Anderson said she doesn’t expect to expand any time soon. Though the space is snug, she said that’s exactly why she chose it.

“I really love this little spot,” Yoder-Anderson said. “I worry with a bigger space or chain stores, it’d be harder to keep up with, and this is perfect for balancing business life and my own personal family life.”

Since Dart’s grand opening, Yoder-Anderson said the most fulfilling part is seeing customers enjoy the space she’s created and watching them add their personal touches to the inventory.

“I really love that this space was just kind of invented by me and created by me,” Yoder-Anderson said. “But now that we’re accepting trade, people are bringing in beautiful items, and they’re contributing to this space as well. And that feels good.”

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The open garage door allows Yoder-Anderson to bring the outside — and customers — into her shop.

Recipe for spring fever

Students react to spring break cancelation with a range of emotions



Students were disappointed to hear that spring break would be taken away just as fall break was this semester. Christine Brady / The Breeze

By MARIA COPELAND
contributing writer

With COVID-19 still on the horizon, JMU is looking ahead to a spring semester where the university and students will continue taking health and safety precautions. Wearing masks, taking classes online and using gallons of hand sanitizer have become standard practice.

However, Dukes have mixed feelings about JMU's latest change to campus proceedings: canceling the weeklong break in the spring semester.

JMU has made a number of changes to its academic calendar in light of the impact of COVID-19. The spring semester will start Jan. 19, a week later than originally scheduled, and the routine weeklong spring break in March will no longer take place.

Instead, the semester will include two days during which university offices will remain open, but classes won't meet. Classes won't be held March 12 for a "university holiday," and university offices will be closed.

The semester will end as planned in April, with spring exams running through the first full week of May.

In a mass email to the JMU community, the university said these adjustments are intended to help "curb the spread of COVID-19 caused by travel."

The decision didn't come as a shock to Gabby Nono, a sophomore political science major, who said she saw the change coming as early as the last academic year. JMU sent students home following spring break at the start of the coronavirus breakout, and that's when she first speculated about the implications for this academic year.

She said she isn't sure whether she approves of the decision or not because it's not completely clear to her if the change will actually protect students.

"It's all about safety, and I know for a fact people are still going to party," Nono said.

As she pointed out, people chose to gather on Halloween.

"Students [that] weekend, people were going out and partying, going to frats and stuff, not

wearing masks and all that," Nono said.

Nono said she personally wouldn't have traveled even if spring break had taken place according to the original schedule. She observed that people who chose to travel while on break wouldn't have time to quarantine, which could result in potential safety concerns for other students. JMU's decision to cancel spring break will decrease the probability of such instances.

On the whole, Nono said she sees safety as the priority.

"It's really weird," Nono said, "but I kinda do see where JMU is coming from."

But the idea of missing out on spring break isn't universally attractive to Dukes. Carlos Luna, an international transfer student and junior studying international affairs, said he doesn't agree with JMU's decision to cancel the break.

"I don't feel like the students' welfare is playing a big role in their decision making," Luna said. "It kind of counters the message about caring about the students, professors [and] staff."

Luna said he's concerned about the effects of this decision for JMU professors, particularly as one of his professors has struggled throughout the pandemic.

"It doesn't affect only students, in my opinion," Luna said. "It affects everyone."

On the other hand, senior geographic science major Seyler Robertson said the decision makes sense given the uncertain nature of current events.

"I don't know if it's a good decision or a bad decision," Robertson said. "It's so unprecedented; no one really knows the right decision."

He said he supports the university asking students to stay in one place instead of letting them go away for spring break and then return to the university, since Dukes come from a variety of locations. Ultimately, Robertson said he trusts the school.

"We gotta do what we gotta do," Robertson said.

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Julia Rubin / The Breeze

Season of *thanks*

Here are some creative ways to celebrate a virtual friendsgiving

By **GRACIE BROGOWSKI**
The Breeze

November is known for its holiday of food, friends and thankfulness. Some students may take the opportunity to get together for a friendsgiving feast with roommates. Unfortunately, students will have to stay distant from one another this year, but that doesn't mean they can't celebrate virtually. Here are some tips to have a memorable and safe friendsgiving.

Make some fun invitations

One can easily send a message to some friends and begin arranging one's friendsgiving feast in a group chat. They could also create fun invitations to send in the mail as a way to boost morale. Another way to spread the word is by downloading apps like Invitation Maker or Invitations Card Maker to design the invitation, save it or take a snapshot and send it to a group of people.

Pick a recipe everyone can make

Friendsgiving is supposed to be a potluck where everyone brings a different dish. Since one can't share dishes through their camera, a group of friends can pick a fun and easy recipe for everyone to cook. After one's group has chosen a dish, everyone can cook it at their houses or apartments and then tell each other how the process was, if they enjoy the dish and if they used a special technique like adding a certain spice. This is a great way to begin a conversation and share cooking tips with friends.

Decorate one's background

To stay in the Thanksgiving spirit, everyone can put Thanksgiving-themed decor in their background to make it look more festive. Online stores like Amazon will offer fun decorations including fall-themed garlands, signs to hang up or friendsgiving decor. If one feels comfortable going out, stores like Target and Walmart usually have a variety of products, and one might even find things in the dollar section as well. In case one doesn't want to spend money, websites like

Pinterest would be a good source for "do-it-yourself" Thanksgiving decoration ideas.

Play a virtual game

Thanks to today's technology, we're able to look online for a selection of online multiplayer games for friends to enjoy together. A group can play virtual "Cards Against Humanity," see who knows the most facts with "QuizUp" or have everyone download the "Among Us" app to their phone and play one or two rounds. While friendsgiving is supposed to be a calm meal, that doesn't mean there can't be any healthy competition.

Learn more about each other with conversation games

While a virtual multiplayer game is a choice, those who prefer talking could play a conversation game. The host can find a list or come up with out-of-the-box questions like "if you can have any exotic animal as a pet, what would you choose?" then go around the screen and answer. One can also play classic games such as Never Have I Ever, Two Truths and a Lie or Would You Rather. These are great ways to begin a full group conversation that one wouldn't usually have every day.

Get creative with a craft

Typically, grade school teachers will set up a fun craft for students to do as a way to get into the Thanksgiving spirit. Just because one's in college doesn't mean they have to get rid of that tradition. If one looks online at websites like DIY Projects or Happiness is Homemade, they'll find great ideas for autumn-themed crafts.

November is the month where people think of what they're thankful for, and true friends are commonly at the top of everyone's list. While gathering in person isn't an option, one can still get together virtually and celebrate with friends.

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Haley Warden (middle) was the 2017 CAA Lacrosse Player of the Year. She finished her career with 101 goals. Breeze File Photo



Dougherty ranks No. 9 in JMU history for 337 saves. Tristan Lorei / The Breeze

Dukes at the national level

JMU lacrosse player and coach get opportunity to play with Team USA

By **JOSHUA GINGRICH**
The Breeze

A few weeks ago, JMU lacrosse redshirt junior goalkeeper Molly Dougherty and assistant coach Haley Warden were invited to try out for Team USA in the 2021 World Lacrosse Women's World Championship. They were two of 50 athletes invited to the tryout, and JMU was only one of 10 schools to send multiple players to the tryout.

"It's an honor being in the top list with some of the best players in the world," Warden said. "I am really amped to get back onto the field in December."

Both Warden and Dougherty didn't know the invitation was coming. Dougherty stated that the opportunity to compete with the national team is something she's always dreamed of.

"It was a really nice surprise and shock," Dougherty said. "I get the opportunity to play with some of the girls I always watched on TV and looked up to when I was younger. I think it'll be a really great growing experience."

While with the Dukes, both players have been named team captain and been on the All-American squad. Warden holds the JMU record for career draw controls and caused turnovers and won the Player of the Year award in 2017 and the Defensive Player of the Year award in 2018.

Dougherty nabbed a First Team All-CAA selection her redshirt freshman and redshirt sophomore seasons, and she was leading the CAA in goals against average and save percentage last season when COVID-19 ended the season early. She ranks in the top 10 in JMU history in career goals against

average, saves and save percentage.

In addition, Warden and Dougherty were key parts of the 2018 team that won the national championship. In the semifinals and finals, Warden scored nine goals, and Dougherty had a perfect 14-0 record that season.

"I think that because USA has a championship culture and because of my senior year and JMU, we have a championship culture as well," Warden said. "I think that definitely translates into pressure situations that we could potentially see down the road. And I think being able to compete at such a high stage can help with those situations and will help when attacking this tryout."

These tryouts won't be the first time they've played with Team USA. Warden trained with the national team during the summer 2019 training camp, and Dougherty competed with the team at the 2018 IWLCA President's Cup and the 2019 Spring Premiere.

"Team USA definitely helped me increase my knowledge of the game," Dougherty said. "They also provide really great experiences and demonstrate the next level that's out

there in our sport. It allows me to bring back new knowledge, new drills and new experiences to my teammates and the program here at JMU."

Their experience as national champions and star players impacts the team. Head coach Shelley Klaes said that their elite performances get younger players interested in the program and fuels their desire to win.

"I think it builds confidence," Klaes said. "They show that we as coaches know how to seek talent, and JMU knows how to attract talent. And we've been there, we've done it, and we can do it again."

On the field, Dougherty's energetic and motivated. Redshirt senior defender Emma Johnson said

that Dougherty's an emotional and vocal leader that pushes everyone to become better.

"She, to me, is just one of those players that is so energetic and a motivator that she pushes me to be the best player I can be every single day, sometimes without her even knowing," Johnson said. "She is one of the most improved players I have seen in my past five years here simply due to the fact

that she works hard and wants to be the best and is so driven to make herself better."

As an assistant coach, Warden is the offensive coordinator and is in charge of managing draw controls. In addition, Klaes said that Warden's recent experience as a player helps the coaches connect with the players, improving trust on the team.

"They really trust and value her insight, so they go to her all the time," Klaes said. "She's connected with them, she already has relationships, and when there's that trust, they're willing to be honest. And when we can get the athletes to be honest, we can get more feedback, and that helps us be able to do our jobs."

Warden stated that the tryouts will impact her as a coach. She added that there'll be valuable experiences that she can bring back to the Dukes.

"It will definitely give me some more drills that we can try and work with our girls," Warden said. "I will also have higher expectations to push our athletes to train at a higher intensity like the USA tryouts are done."

Dougherty said that the tryouts will influence the way she plays in the upcoming season. She added that she hopes it adds new focus and motivation not just for her but for the whole team.

"Hopefully I can bring back some new skills and ideas," Dougherty said. "I hope to grow our game the best way we can and be the best JMU program that we can be."

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Dougherty went 14-0 in 2018 – the national title-winning season. Tristan Lorei / The Breeze

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Caitlin Nelson has made 136 saves in her JMU career. Breeze File Photos

“We want whoever’s in the goal to be the best that they can be so our team can have the best chance, whether it’s acknowledging a good save or giving feedback on areas of improvement.”

Kylie LeBlanc

JMU field hockey goalkeeper



Nelson will return in 2021 after an injury ended her 2019 campaign.

One goal, one bond

JMU field hockey’s goalkeepers maintain a strong relationship that carries to the field

By **MADISON HRICIK**
The Breeze

JMU field hockey is known to have depth in every position, however head coach Christy Morgan has focused bringing depth to goalkeeping. What’s considerably the hardest position to play requires training and depth for a strong goaltending stance in a squad. The Dukes have three goalies on the 2020-21 roster, including a freshman keeper. All three goalies come from experienced backgrounds and have been working hard to bring JMU a CAA championship.

Redshirt juniors Caitlin Nelson and redshirt junior Kylie LeBlanc were the rotating starters for all of the 2019 season. Both had strong showings and played against the nation’s top collegiate teams — including current Olympians Erin Matson from UNC and Carrie Hanks from Maryland. Morgan intentionally challenged not only the goalies, but the entire team with these matchups — guiding the goalies’ skillset and confidence.

Joining the roster for the Dukes is freshman Brandelynn Heinbaugh. Originally from Harrisburg, Pennsylvania, the newest goalie has been learning and adjusting to college life, particularly with the help of LeBlanc and Nelson.

“I think that it’s important that at the end of the day we’re her biggest supporters,” LeBlanc said. “We want whoever’s in the goal to be the best that they can be so our team can have the best chance, whether it’s acknowledging a good save or giving feedback on areas of improvement.”

While looking from the outside, it seems JMU has a three-way race for the starting goaltending spot. However, rather than creating competition, the three goalies will be rotating throughout their JMU careers. The goalies work together in practice to make each is ready to play at a moment’s notice.

“When I get called to play I don’t get nervous because I believe that my teammates are going to do their job, so I just need to do my job,” Nelson said. “We all work together to get that win so it makes it such a cool moment when it works out.”

Nelson had the opportunity to work with former goalies Kyler Zampiello and Sara Kraeutler her freshman year, and was able to form a bond through her training. Nelson made her collegiate debut against Old Dominion in an overtime shootout, and gave credit to her former teammates for keeping her prepared and ready for that challenge.

“Right off the bat they just took me under their wing and showed me what practice was like, what the expectations were,” Nelson said. “Being a goalkeeper can be intimidating, mostly because beforehand I was always fighting for a spot but now I see and feel that we’re all together in this.”

Nelson has tried to bring the same warmth and energy that was given to her to Heinbaugh as she begins her training. Nelson and LeBlanc have been working with her in practices to help grow a close support network for each other.

Although Nelson was the first of the three goalies to join the Dukes, LeBlanc has also tried to bring previously learned skills to the forefront. Transferring from Kent State, LeBlanc has been looking to enjoy the positive attitudes and strong mindset she’s learned at JMU and said she focuses on guiding Heinbaugh in that direction.

“It was a big change coming to JMU and having a new culture, but it was also really refreshing,” LeBlanc said. “We are all in all the time and building connections to see where you fit in the team and how you can help the team so we all can accomplish our goals.”

Heinbaugh has been enjoying the comradery Nelson and LeBlanc have shared in practices. It is unlikely she will redshirt like her teammates, due to the need for her to develop her skill set and help bring up the next JMU goalies.

Once a season is underway for the Dukes, Nelson and LeBlanc will likely continue a similar rotation pattern that was seen last season. Heinbaugh will likely make her first start earlier than previous freshman goalies because she’ll have had more training than in the previous season.

The most common rotation for field hockey goalies is splitting halves. One goalie will play the first half, another for the second and, if needed, a third goalie will be used for overtime and shootouts. This rotation was used a lot last season as a way to build confidence in both Nelson and LeBlanc. However, with Heinbaugh on the roster it is likely the rotation will be similar with the exception of Heinbaugh potentially starting every third game.

The schedule for the 2021 spring season has yet to be determined, however there’s speculation that it will be all CAA opponents. Many teams the Dukes typically play prior to conference games have completed a fall season, including UNC, Louisville and UVA. Morgan has been known to push the Dukes with these competitors, particularly the goalies. By playing nationally ranked teams the goalies are able to make difficult saves and learn through physical play.

“Having Caitlin [Nelson] and Kylie [LeBlanc] helping me learn and being good teammates has made me excited for the new season,” Heinbaugh said. “They’ve been giving me the feedback and support I need to grow, and I do what I can to support them so that we can all do well on field.”

CONTACT Madison Hricik at hricikmn@dukes.jmu.edu. For more coverage, follow the sports desk on Twitter @TheBreezeSports.



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Thursday, November 12, 2020

Limited premiere

JMU announced restricted ticket guidelines for the Atlantic Union Bank Center

Sports desk

The unveiling of the Atlantic Union Bank Center will be in a limited capacity. JMU announced Monday that 1,000 fans will be allowed in the new basketball arena for home games in the 2020-21 season. This limit could be altered depending on state regulations in regard to COVID-19 guidelines.

Season tickets won't be available for the upcoming campaign. 2020 Duke Club members will have first call on single-game tickets, with fans being allowed up to four tickets per game.

Students will be able to reserve tickets online, and student Duke Club members will have early access to claim their tickets. This model will be used for CAA play, which is scheduled to begin for the Dukes on Jan.

2 at Towson. JMU's first home game comes two days later against the Tigers.

Tickets for men's games will be \$20, while the price for women's basketball contests is \$12. Each block of seats will be six feet apart from other groups of people.

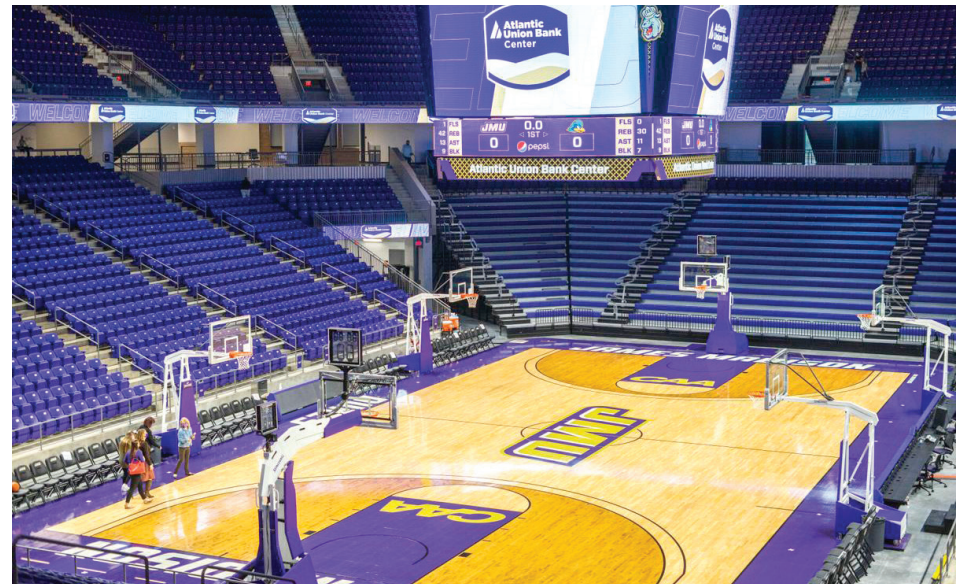
The Atlantic Union Bank Center is JMU's newest addition to its growing athletic facilities. It seats 8,500 and also sits next to the East Campus Parking Deck, which combined with the arena cost \$139.5 million to build.

JMU men's basketball will play its first game in the AUBC against Lancaster Bible College Nov. 25 at noon, while women's basketball faces Mount St. Mary's at 4 p.m.

CONTACT the sports desk at breezesports@gmail.com. For more coverage, follow the sports desk on Twitter @TheBreezeSports.



JMU Director of Athletics Jeff Bourne said he thinks the new arena will enhance both player and fan experiences. Photos by Tristan Lorei / The Breeze



The Atlantic Union Bank Center is 226,000 square feet within the venue.



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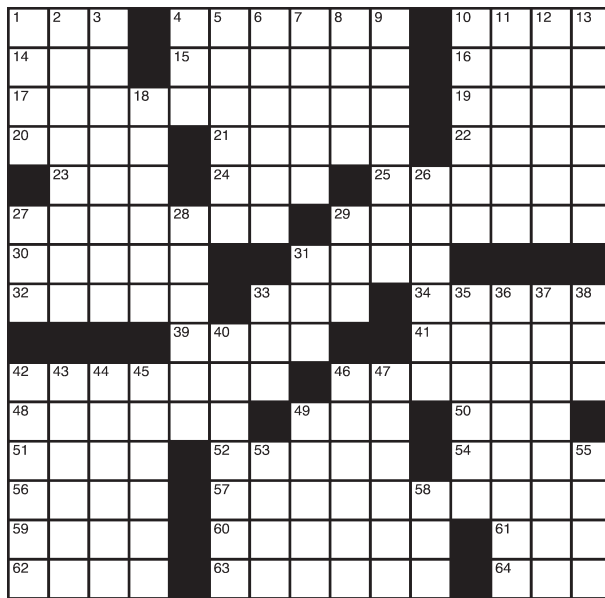
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Los Angeles Times Daily Crossword Puzzle

Edited by Rich Norris and Joyce Lewis

ACROSS

- 1 Business issue since 1979
- 4 Compares
- 10 Cyberspace gatekeepers, for short
- 14 Org. supporting museums
- 15 Skink or skunk
- 16 German refusal
- 17 Very loudly, in music
- 19 Logan of "60 Minutes"
- 20 Savvy about
- 21 Archipelago unit
- 22 Culture medium
- 23 ___ Jordan: sports brand
- 24 Simple top
- 25 Hill group
- 27 Iconic 1962 role for Gregory
- 29 Frittered (away)
- 30 Prefix with -lithic
- 31 New Mexico tribe
- 32 Sanctify
- 33 Boggy area
- 34 Forest floor litter
- 39 13-digit ID since 2007
- 41 Caravan stops
- 42 "Salvator Mundi" artist
- 46 Between-course refreshers
- 48 Whiteboard accessory
- 49 Skedaddled
- 50 Wager
- 51 Discover alternative
- 52 Functional
- 54 Spillane's "___ Jury"
- 56 Like many breakfast bars
- 57 Like some smiles in an orthodontist's office ... and like three puzzle rows
- 59 Quelques-___: a few, in French
- 60 Novelist Graham
- 61 "___ you quite finished?"
- 62 Hawaiian staple
- 63 Smoothing tool
- 64 Score half



By Jeffrey Wechsler

11/12/20

DOWN

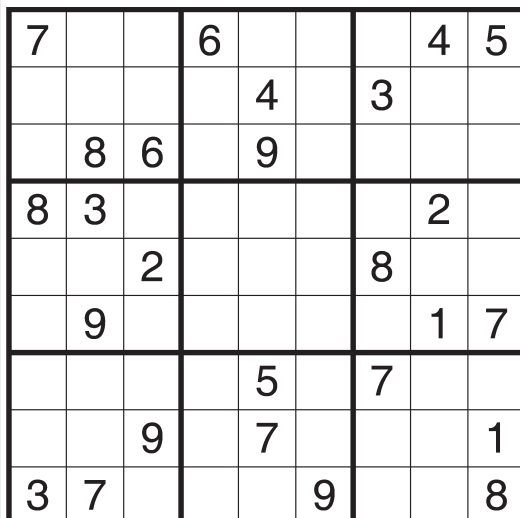
- 1 Data, e.g.
- 2 Like a hospital ward with a tiny population?
- 3 Jaguar documentation
- 4 China's Chou En-___
- 5 Where it originally was
- 6 Some canoodling
- 7 "Once Upon a Time in Hollywood" actor
- 8 Put a handle on
- 9 Adds, as an appointment to a busy schedule
- 10 Away from shore
- 11 Action star Steven
- 12 Hook, for one
- 13 Caught
- 18 Parliament figures
- 26 Prose pro
- 27 Msg. to the squad
- 28 Scientific calculator function
- 29 Many a dad joke
- 31 ___ master
- 33 "The X-Files" org.



- 35 Bugs, to a toon hunter
- 36 "It's quite clear now"
- 37 Arrive
- 38 Air fryer sound
- 40 Country legend Earl
- 42 Pious
- 43 "7 Rings" singer Grande
- 44 Even more expansive
- 45 Laying-down-the-law words
- 46 Like most peanuts
- 47 Low-scoring tie
- 49 Mature on the vine
- 53 "Sharknado" actress Reid
- 55 Fall setting
- 58 "Save me, and hover ___ me with your wings": Hamlet

SUDOKU

THE SAMURAI OF PUZZLES By The Mephram Group



11/12/20

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Level



Complete the grid so each row, column and 3-by-3 box (in bold borders) contains every digit, 1 to 9. For strategies on how to solve Sudoku, please visit sudoku.org.uk

Solution to Wednesday's puzzle

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 9 | 3 | 6 | 1 | 2 | 4 | 7 | 5 | 8 |
| 1 | 8 | 7 | 6 | 5 | 9 | 4 | 3 | 2 |
| 2 | 5 | 4 | 3 | 8 | 7 | 9 | 6 | 1 |
| 3 | 7 | 1 | 4 | 6 | 2 | 5 | 8 | 9 |
| 4 | 2 | 5 | 9 | 3 | 8 | 6 | 1 | 7 |
| 6 | 9 | 8 | 5 | 7 | 1 | 2 | 4 | 3 |
| 8 | 4 | 9 | 7 | 1 | 5 | 3 | 2 | 6 |
| 7 | 1 | 3 | 2 | 4 | 6 | 8 | 9 | 5 |
| 5 | 6 | 2 | 8 | 9 | 3 | 1 | 7 | 4 |

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JOB

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